

Year 1
Direct Support Professional Training

Resource Guide

Internet Version



Session #6

Positive Behavior Support

**Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

1999

List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
	Total Class Sessions	12
	Total Class Time	35 hours

Key Words

In this session, the key words are:

- Choice
- Antecedent (Before)
- Behavior (During)
- Consequence (After)
- Replacement Behavior
- Positive Reinforcement
- Communication

Activity:
My Life Quality

My Home

My Work/Career

Community

My Free Time

Information Brief

A Brief History

In the past. We thought that the activities people engaged in and the places they lived, worked & played in didn't have anything to do with their behavior.

Behavior plans relied almost entirely on consequences; like rewards and punishment.

We made people with disabilities “earn” the right to go to a regular school, have a real job, and to live in their own home. We told people with severe disabilities and their families, “Your behaviors and skills have to improve first, **before** you can do these things”.

Things We've Learned about Positive Behavioral Support. Environments have a lot to do with behavioral, social and communication development. What people are doing, where, and with whom they spend time have a lot to do with their behavior.

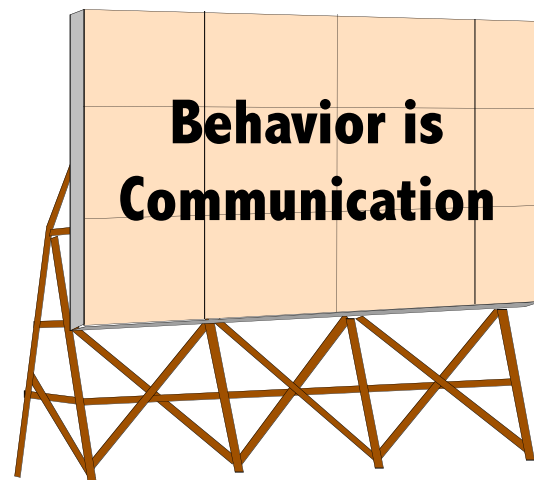
All behavior has a communicative purpose. All behavior is communication. By “listening” to what the behavior is saying, we can discover the reason why the behavior is happening.

Behaviors are strategies people use to get their needs met. Part of our job is to figure out which social/communicative behaviors currently “work” best for the person.

We should try to “**smooth the fit**” between a person and his or her environment by identifying “triggers” in the environment that set the behavior off, and removing those “triggers” as much as possible. We also need to identify each person's learning style. Does the person learn best by what they hear (auditory); by what they see (visual); or by actually doing the activity (kinesthetic/motor).

We should focus on teaching replacement behaviors and skills as an alternative to the problem behavior, instead of trying to “get rid of challenging behaviors”.

(Mesaros and Shepard, revised 1999)



Information Brief

Important Values in Promoting Positive Behavior Change

In order to support positive behavior change, there are questions that the DSP should ask each day:

Participation

Are there opportunities for participation (even if only partially) in a variety of community and social activities?

Friendship

How many friends does the person have? Are there lots of opportunities to interact with and meet people (including people without disabilities who are not staff)?

Relationships

What opportunities do people have to be “givers” in a relationship? How are people recognized for their individual gifts and talents?

Interdependence

How are we supporting people to get connected within their communities? What types of natural supports exist in people’s lives?

Independence

What skills are people learning and are they able to have personal privacy; especially at home?

Meaningful activities

Are people provided with purposeful activities in meaningful (real) situations? We shouldn’t be asking people to do “busy work” that has no real reason or purpose.

Motivation

Are the activities people engage in motivating & interesting to them? Are we “catching” people when they are good?

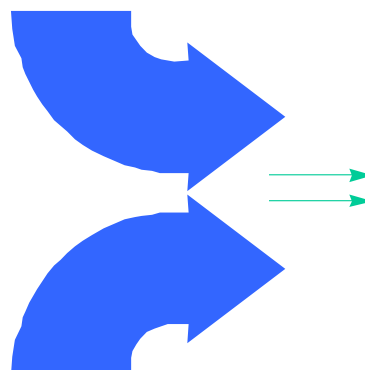
Choice

How much choice do people have throughout their lives?

Respect

How are people’s routines and choices respected? How well do we listen to the people we support?

Mesaros & Shepard, revised 1999



Information Brief

Things that Influence Behavior

Antecedent situations occurring **before** the behavior include:

1. Personal expectations are the expectations the person has about the environment, what will be happening to him/her and how predictable these events are, etc.

2. Expectations of others concerning the person; what others assume they can or can't do. People often live up, or DOWN to the expectations that others have of them. If we expect a person to display behavior challenges, they probably will!

3. Nature of materials that are available to the person. What is their reinforcement value, functional appropriateness, age appropriateness, are they meaningful, etc.

4. Nature of the activity in which the person is engaged. How difficult is the activity for the individual? Does the person enjoy doing it, is it meaningful, age appropriate, etc.

5. Nature of the instructions given to the individual refers to how clear the instructions are given; are they given verbally, visually (pictures, written cues, modeling, showing the student, etc.), through signed information, or other?

6. Number of people present in the environment?

7. Behavior of other people present can have a big influence on behavior, both good and bad.

8. Environmental pollutants include noise, crowding, temperatures, lighting, etc.

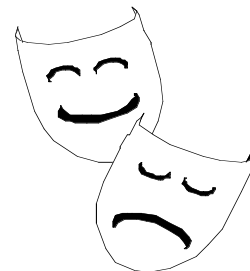
9. Time of day when behaviors occur or when they don't occur; you can use a "Scatter Plot" to help find patterns in behaviors (e.g., when are behaviors most and least likely to occur?).

10. Person's physiological state such things as hunger, medication, seizures, pain, medical issues, lack of sleep, etc.

11. Length of activity is the amount of time it takes to complete an activity (especially an activity the person doesn't like) can have a big influence on behavior. Sometimes, breaking down an activity into smaller parts can help.

12. Sudden change in routine can act as a "trigger" for behaviors to occur.

13. Predictability means that person has a way of knowing what they will be doing, and when, and with whom.



Scatter Plot

Name: _____ **Month/year:** _____

Behavior Definition: _____

☐ Behavior did NOT occur ☐ Behavior DID occur ☒ Behavior occurred 3x or more

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
6:00-6:30am																															
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Scatter Plot

Name: Dennis Bockman Month/year: 3/99

Behavior Definition: Taking clothes off in public

☐ Behavior did NOT occur ☐ Behavior DID occur ☒ Behavior occurred 3x or more

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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9:00-9:30			X	X	X			X	X	X	X	X			X	X	X		X			X	X	X	X	X			X	X	
9:30-10:00					X							X																		X	
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11:00-11:30		X			X				X								X		X							X			X	X	
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Activity: A-B-C Scenario #1

Directions: After you have broken into groups, read the following observations of Annette. When you are finished reading, use the A-B-C list on the following page to describe what you read. In the **Antecedent** section, write down the antecedent events which happened **before** (that preceded) Annette's behavior. In the **Behavior** section, write down Annette's actual **behavior** (what did she say or do?). In the **Consequence** section, write down the consequences which happened **after** the behaviors occurred (what did other people say or do?).

Annette

Father is late for work and he is rushing Annette to her bus which takes her to her day program. Annette says, "Nobody likes Annette." Her father stops and says, "Of course we like you; you're a good girl", and kisses Annette on the cheek as she gets on the bus.

Annette and some of her classmates go to the grocery store with a staff person. Annette has finished her shopping and approaches the staff person. She tells Annette, "Go look at some magazines until everyone else is finished shopping." Annette replies, "Everyone hates Annette; she's no good." The staff member says, "Stop it, Annette, or you'll have to go to the van." Annette continues to say negative statements about herself and the staff member ignores her.

Annette is sitting with some other students at school in the cafeteria. All the students are talking with each other for several minutes except for Annette. All of a sudden, Annette says, "Annette's bad." One of the students says, "It's okay, Annette, you're all right"; while another student says, "Just ignore her. She's always saying stuff like that."

Questions to discuss:

1. What are some **antecedent** patterns you noticed? What are some **consequence** patterns you noticed?
2. What are some consequences that may be maintaining her behavior?
3. What do you think Annette is getting or avoiding through her behavior?
4. Using a positive approach, what strategies would you suggest to her support team?

<p><u>ANTECEDENT</u></p> <p><i>What happens BEFORE the behavior</i></p> <p>Time of day, location or environment, who was around, what was happening, task or activity, etc.</p>	<p><u>BEHAVIOR</u></p> <p><i>What happened DURING the situation</i></p> <p>Describe the behavior</p>	<p><u>CONSEQUENCE</u></p> <p><i>What happened AFTER the behavior</i></p> <p>What was the response from people or the environment; what did others say or do; other consequences</p>

Activity: A-B-C Scenario #2

Directions: After you have broken into groups, read the following observations of Franco. When you are finished reading, use the A-B-C list on the following page to describe what you read. In the **Antecedent** section, write down the antecedent events which happened **before** (that preceded) Franco's behavior. In the **Behavior** section, write down Franco's actual **behavior** (what did he say or do?). In the **Consequence** section, write down the consequences which happened **after** the behaviors occurred (what did other people say or do?).

Franco

Franco is at home helping with dinner. His DSP asks him to stir the stew in the kitchen. Franco picks up the ladle and stirs three times in a circular motion and then stops. The DSP comes back in the kitchen and says again, "Franco, stir the stew." Franco whines and stirs three more circular motions before stopping. The DSP looks up and says, "Franco, I told you to keep stirring!" Franco responds by hitting himself repeatedly in the face. The DSP tells Franco to go to his room. Franco stops hitting himself and goes to his room.

Questions for your team to discuss:

1. What are some **antecedent** patterns you noticed? What are some **consequence** patterns you noticed?
2. Why do you think Franco behaved in this way?
3. What could Franco's behaviors of whining and then hitting himself be communicating?
4. What are some suggestions you would make to the DSP and the support team assisting Franco? What could they do differently when attempting to encourage Franco to participate in similar tasks?

<p><u>ANTECEDENT</u></p> <p><i>What happens BEFORE the behavior</i></p> <p>Time of day, location or environment, who was around, what was happening, task or activity, etc.</p>	<p><u>BEHAVIOR</u></p> <p><i>What happened DURING the situation</i></p> <p>Describe the behavior</p>	<p><u>CONSEQUENCE</u></p> <p><i>What happened AFTER the behavior</i></p> <p>What was the response from people or the environment; what did others say or do; other consequences</p>

Information Brief

Information Needed to Develop a Positive Behavior Support Plan

1. Identify *Quality of Life* areas which may be lacking and contributing to behavior challenges. Figure out how to improve these areas in the person's life, for example, adding more opportunities for choice & variety, meaningful activities, person centered planning, so on.
2. Identify and define the challenging behavior(s). Determine the frequency and duration or intensity of the behavior. (Use a **scatter plot**, frequency chart, or **A-B-C observation data** to measure frequency, duration and how intense the behavior is).
3. Identify the **antecedents** (behavioral "triggers" and other events, including medical variables, activity, environment, people present, time of day) that are present BEFORE the challenging behavior occurs. (Use **A-B-C** observation data and interview others in the person's life to find patterns in Antecedents.)
4. Identify **other events** (behavioral ecology), including medical variable, activity, environment, people present, time of day, etc., that may influence behavior. (Use **A-B-C observation data**, **scatter plot**, and **PBS Simple Worksheet** questions examining Where, When & Why behaviors may be occurring to find patterns.)
5. Identify the **consequences** that happen AFTER the behavior which may be reinforcing (maintaining) the challenging behavior(s). (Use **A-B-C observation data** to identify these).
6. Identify "learning characteristics" of the person, so we know how the person learns best. We need to match our teaching style to match the persons learning style when we teach new skills and replacement behaviors.
7. Identify possible reasons for the challenging behavior. What is the person getting or avoiding through their behavior? (Review your assessment information and the results from a **Motivation Assessment Scale** to help you develop a hypothesis or "best guess" as to WHY the behavior is happening and WHAT the behavior is saying).
8. Identify REPLACEMENT behaviors or skills:
 - a) That allow the person to get their needs met in a more socially appropriate way, and
 - b) That will "work" just as well as the challenging behavior.(Refer to "teaching replacement behavior" information)

Positive Behavior Support – Simple Worksheet

(Scott Shepard; Adapted from Research & Training Center)

1. Provide a brief description of the focus person, their living situation, school or work situation and typical community involvement.
2. Describe the problem issue(s) and/or challenging behavior(s) in measurable terms. Include data on the frequency & intensity (how often & how long does it happen).
3. Describe assessment tools that were used to document the frequency and intensity of the challenging behavior across different environments. (Scatter plot, A-B-C, Motivation Assessment Scale, Functional Analysis Data Summary, etc.).
4. List the patterns in the **BEFORE** (Antecedent) and **AFTER** (Consequence) conditions that were identified by the team through your assessments. (**When** is behavior most & least likely to occur; **Where** is behavior most & least likely to occur; **With Whom** is the behavior most & least likely to occur; during **What activities** is behavior most & least likely to occur; what **Consequences** are reinforcing or maintaining the challenging behavior?)

When most likely: _____

When least likely: _____

Where most likely: _____

Where least likely: _____

With whom most likely: _____

With whom least likely: _____

What activities most likely: _____

What activities least likely: _____

Consequences maintaining behavior: _____

Medical/medication influences: _____

Resource Guide

5. Give your hypothesis of the function(s) of the challenging behavior(s).

Hypothesis:

How was the hypothesis tested/supported:

Support Strategies

6. What **replacement** behaviors/skills did you identify to **TEACH** as positive alternatives to replace the challenging behavior?

Communication Skills:

Social Skills & assertiveness skills:

Coping strategies & relaxation skills:

Other replacement behaviors/skills:

7. Antecedent change strategies:

8. Consequence manipulations:

9. QUALITY OF LIFE/LIFE ENHANCEMENT Changes:

10. What are your future hopes & dreams for the individual?

11. What are existing “barriers” that you need assistance with?

What are the next steps in supporting this person???

Motivation Assessment Scale

Name: _____ Date: _____

Behavior Description: _____

Instructions: The Motivation Assessment Scale is a questionnaire designed to identify those situations in which a person is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate rewards and treatments. It is important that you identify the behavior of interest *VERY SPECIFICALLY*. **Aggressive**, for example, is not as good a description as **hits others**. Once you have specified the behavior to be rated, read each question carefully and circle the one number which best describes your observations of this behavior. You may complete this individually, or as a team; it is often useful to compare answers and differing perspectives.

Questions

	Never	Almost Never	Seldom	Half the time	Usually	Almost Always	Always
1. Would this behavior occur continuously if the individual was left alone for long periods of time? (For example, one hour)	0	1	2	3	4	5	6
2. Does this behavior occur following a command to perform a difficult task?	0	1	2	3	4	5	6
3. Does this behavior occur when you are talking to other persons in the room?	0	1	2	3	4	5	6
4. Does this behavior ever occur to get food, a game that he or she has been told that she/he can't have?	0	1	2	3	4	5	6
5. Does this behavior occur repeatedly, over and over, in the same way? (e.g. rocking back and forth for five minutes)	0	1	2	3	4	5	6
6. Does this behavior occur when a request is made of the person?	0	1	2	3	4	5	6
7. Does this behavior occur whenever you stop attending to the person?	0	1	2	3	4	5	6
8. Does this behavior occur when you take away a favorite activity or pastime?	0	1	2	3	4	5	6

Resource Guide

	Never	Almost Never	Seldom	Half the time	Usually	Almost Always	Always
9. Does it appear to you that the person enjoys performing this behavior and would continue even if no one was around?	0	1	2	3	4	5	6
10. Does the person seem to do this behavior to upset or annoy you when you are trying to get him/her to do what you ask?	0	1	2	3	4	5	6
11. Does the person seem to do this behavior to upset or annoy you when you are not paying attention to him/her?	0	1	2	3	4	5	6
12. Does this behavior stop occurring shortly after you give the person something she/he requested?	0	1	2	3	4	5	6
13. When this is occurring, does the person seem unaware of anything else going on around him/her?	0	1	2	3	4	5	6
14. Does this behavior stop occurring shortly after (one to five minutes) you stop working or making demands of him/her?	0	1	2	3	4	5	6
15. Does he or she seem to do this behavior to get you to spend some time with him/her?	0	1	2	3	4	5	6
16. Does this behavior seem to occur when the person has been told that she or he can't do something she/he wanted to do?	0	1	2	3	4	5	6

1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____

(Sensory)

(Escape)

(Social Attention)

(Tangible
Consequences)

Total

Total

Total

Total

Adapted from V. Mark Durand, Suffolk Child Development Center, N.Y.

How to Score the Motivation Assessment Scale (MAS)

1. Follow the directions given to complete the MAS.
2. When finished, write down the score that was circled (1 – 6) for each question at the bottom of the back page on the line with the corresponding question number.
3. Once all 16 scores have been entered, add up the total for each of the four columns.
4. If the total on the left is highest, that would indicate a higher behavioral motivation in the **Sensory** area. If the total in the second column from the left is highest, it would indicate a higher behavioral motivation in the area of **Escape**, and so on, for the remaining two columns labeled **Social Attention**, and **Tangible Consequences**.
5. Oftentimes, more than one total will come out high. Usually, any total over 10 can be significant and worth looking at as a possible motivator.
6. If all totals come out the same, it may be that the behavioral definition being used is too broad. You may want to retry the assessment with a more specific definition.

Information Brief

Teaching Replacement Behavior

The steps are:

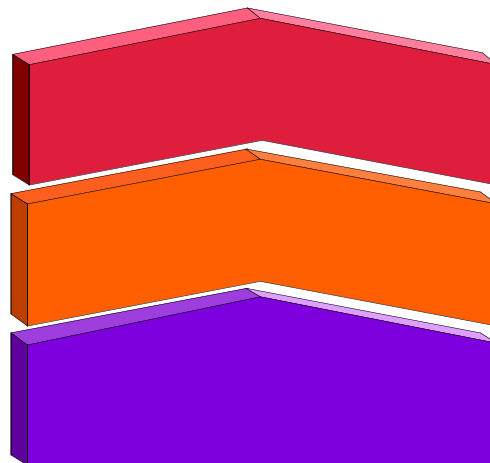
1. Identify & define the challenging behavior.
2. Observe the individual and interview family & team members (using the assessment tools) to help figure out the meaning of the challenging behavior.
3. Identify new replacement behavior(s) to teach the individual that fill the same need as the challenging behavior.

Samples of *Replacement Skills* include:

- communication skills;
- social skills;
- leisure and recreational skills;
- self-care, domestic, and community living skills; and
- coping strategies and problem solving skills.

Use these guidelines to help teach replacement behaviors & skills:

- A. The replacement behavior must receive “payoff” (reinforcement) as soon or sooner than the challenging behavior.
- B. The replacement behavior must receive as much or more “payoff” (reinforcement) than the original behavior.
- C. The replacement behavior must require the same amount of effort (or less) to perform.



The Language of "Us" and "They"
By Mayer Shevin

We like things.

They fixate on objects.

We try to make friends.

They display attention-seeking behaviors.

We take a break.

They display off-task behaviors.

We stand up for ourselves.

They are noncompliant.

We have hobbies.

They self-stim.

We choose our friends wisely.

They display poor peer socialization.

We persevere.

They perseverate.

We love people.

They have dependencies on people.

We go for a walk.

They run away.

We insist.

They tantrum.

We change our minds.

They are disoriented and have short attention spans.

We have talents.

They have splinter skills.

We are human.

They are????????????????

Answers to In-Class Review

1. **What is the basic strategy you would use with someone with a challenging behavior?**

Teaching replacement behavior and skills that serve the same purpose as the challenging behavior.

2. **What are some of the reasons why challenging behaviors occur?**

The behavior is reinforced by attention or escaping something that someone does not want to do or it feels good.

3. **What are some of the things that influence behavior?**

Time of day.

Type of activity.

Number of people present.

People are not given choices in what they are doing.

It may be a medical issue like a pain, allergies, etc.

4. **What is the most accurate thing you can say when you observe a challenging behavior?**

The person is trying to communicate something.

5. What kinds of things can lead to challenging behaviors?

Changes in weather
Changes in staff
Changes in noise level
Changes in routine

6. Where are the best places and people to model appropriate behaviors?

In typical settings, for example, at work, home and in the community..

7. What are some things you can do to find out more about a challenging behavior?

Talk with the individual whenever possible and observe the behavior.
Talk with family members or staff who know the person.

8. Who should participate in looking at positive behavior support plans?

A team that includes the person, family, staff, administrator and other agencies involved.

If You Want to Read More About Positive Behavior Support

Positive Behavioral Support: Including People With Difficult Behavior in the Community

by Lynn Kern Koegel, Robert L. Koegel, Glen Dunlap, Editors (1996); Paul H Brookes Pub Co; ISBN: 1557662282

Offers case studies, research-based strategies, and discussion on behavioral intervention with people who engage in challenging and self-injurious behavior, highlighting the significant role of parent and family support. Topics include naturalistic language intervention; early intervention; school inclusion for children with autism; and person-centered planning. Contains activities and a sample course syllabus.

Why Jason Behaves That Way and What to Do About It; a Dialogue about Problem Behaviors and Positive Behavioral Support for Family Members and Friends

by Virginia Institute for Developmental Disabilities (1996)

A brief article about the influences of the environment on behavior and some practical things you can do about it.

Note: Preparation of some of the materials herein was supported by contract #GOO87CO234, Research and Training Center on Community-Referenced Nonaversive Behavior Management, and CFDA #133B-6, Rehabilitation Research and Training Center on Positive Behavior Support, from the National Institute on Disability and Rehabilitation Research. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement should be inferred.

Homework Assignment for Session #7: Teaching Strategies: Relationships, Task Analysis and Prompts

To be ready for your next class session on Teaching Strategies, make sure that you read all of the information for session #7 and complete the homework assignment **before the next class**. You will find it on page 9 of your *Resource Guide* for session #7.

